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Portfolio Reflection

This whole semester I have written in many different genres when working on my project about the Performance Enhancing Drugs issue in Professional Sports. While working with these genres, I was certain to make sure that I had goals that I would like to meet. So far, I feel like each goal has been met and I will provide a description of how it was done.

1. **Students will be able to compose for particular audiences and purposes**

When someone writes they should think about who they are writing for. A known audience will help a writer by making sure that not only is their work factual, but also interesting so the audience can be engaged and interested. I chose to focus on my brochure to show how I met this goal. The audience of my project could be sports fans, coaches, athletes, alumni or anyone really. To address my audience I made a heading on my brochure reading “One of sport’s most popular controversies.” I had done that so it would attract the audience and that they would know what the brochure is about. I had also put pictures on the brochure to give a visual look on what the type of substances look like. I organized my work as if it was a legitimate brochure that you would get at a certain place or event.

1. **Students will be able to compose using language and conventions appropriate to the genre**

The tool that I used when I focused on the language and conventions of my genre is the Characteristics and Criteria charts. On these charts I thought about what was addressed and what I can include to make it better. When I worked on my timeline, I had kept in mind that at each date I would need to have a short description with it. I did not want it to be too long and boring, so I kept in mind to make the information interesting, easy to understand and summarized well. Doing this made me learn that you should always think about how you can make your work better and improve it.

1. **Students will be able to read, select and use evidence critically to formulate and support arguments**

Going in to this project I had some previous knowledge about this issue. I had written a paper on it in middle school, but as I did more research and really thought about the topic I had learned a lot. A day in class that stands out to me was when we were in the library filling out our FAQ sheets. I selected many articles that showed reasons why it should be banned, why it shouldn’t be banned and also many articles that provided information that was more history based. The columns on the FAQ sheets made it easy to break down the information. What I really liked about the FAQ sheets was that you had a lot of information to look at and it allowed me to think about how I would want to address it in my project.

1. **Students will be able to interpret and compose in a variety of media and print/non-print genres**

When working on my project I had kept in mind to try and make my work look presentable or real. When I was writing my brochure, I chose to make sure the alignment looked good, I didn’t repeat myself a lot and that the contrast of my work was correct. That being said, The C.R.A.P methods really helped me. Also, when I was writing my timeline I kept in mind to think about the C.R.A.P methods. When I was doing my timeline and I kept that in mind, I made the dates centered, a little bigger size font than the descriptions, and I made sure my information wasn’t so jammed up. I made sure the alignment of my project looked right so it was not hard for my audience to navigate their way through the timeline.

1. **Students will be able to discuss and apply appropriate writing processes both individually and in collaborative contexts.**

Throughout the semester we had many peer review sessions. Peer review sessions allowed us to get feedback from our classmates. It gave us the opportunity to get someone else’s opinion on our writing, they could also help us to think about how we can improve and can also double check our spelling or grammatical errors. Each peer review session left me to touch up my work and make sure it was as good as possible. Along with our peer review sessions, Dr. Sherry also took his time to look over our work and give a more engaged and educated review. He left us with comments on our word choices, our spelling, what else to include, etc. One thing that Dr. Sherry really nailed in to my head is the 3 INs.